

Beck Academy
302 McAlister Rd
Greenville, SC 29607

Grades	6-8 Middle School	
Enrollment	647 Students	
Principal	Dr. J. Brodie Bricker	864-241-3268
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	16	26	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

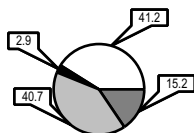
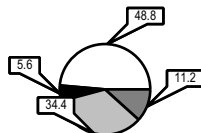
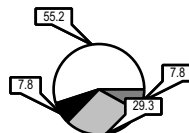
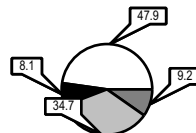
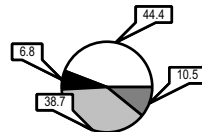
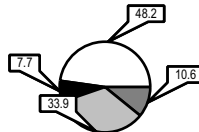
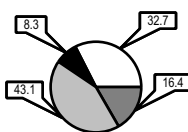
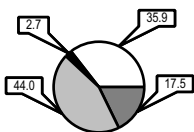
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	605	99.2	39.6	41.0	15.2	4.2	29.0	Yes	Yes
Gender									
Male	292	99.0	42.0	40.2	13.6	4.2	26.1		
Female	313	99.4	37.3	41.8	16.7	4.2	31.7		
Racial/Ethnic Group									
White	156	100.0	13.4	40.9	35.6	10.1	61.1	Yes	Yes
African American	413	99.0	49.6	41.2	7.3	1.9	16.4	No	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	95.8	54.5	40.9	4.5	0.0	13.6	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	483	99.4	33.1	45.2	18.1	3.6	33.1		
Disabled	122	98.4	67.3	23.1	2.9	6.7	11.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	605	99.2	39.6	41.0	15.2	4.2	29.0		
English Proficiency									
Limited English Proficient	19	94.7	66.7	33.3	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	586	99.3	38.8	41.2	15.7	4.3	29.9		
Socio-Economic Status									
Subsidized meals	391	99.2	48.7	41.0	7.7	2.6	16.9	No	Yes
Full-pay meals	214	99.1	23.8	41.1	28.2	6.9	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	605	99.2	48.1	34.5	11.3	6.2	23.8	No	Yes
Gender									
Male	292	99.0	49.2	31.4	11.4	8.0	25.8		
Female	313	99.4	47.0	37.3	11.1	4.5	22.0		
Racial/Ethnic Group									
White	156	100.0	24.8	40.3	18.8	16.1	44.3	Yes	Yes
African American	413	98.8	58.4	32.7	7.6	1.4	14.1	No	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	52.2	21.7	17.4	8.7	30.4	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	483	99.2	39.7	40.1	13.2	7.0	27.6		
Disabled	122	99.2	83.8	10.5	2.9	2.9	7.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	605	99.2	48.1	34.5	11.3	6.2	23.8		
English Proficiency									
Limited English Proficient	19	100.0	68.8	12.5	18.8	0.0	25.0	I/S	I/S
Non-Limited English Proficient	586	99.2	47.5	35.1	11.0	6.4	23.7		
Socio-Economic Status									
Subsidized meals	391	98.7	58.5	29.4	8.9	3.2	17.3	No	Yes
Full-pay meals	214	100.0	30.4	43.1	15.2	11.3	34.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	605	98.7	53.3	29.8	7.8	9.1	16.9
Gender							
Male	292	98.3	51.9	27.3	7.6	13.3	20.8
Female	313	99.0	54.5	32.2	8.0	5.2	13.3
Racial/Ethnic Group							
White	156	99.4	24.3	37.2	19.6	18.9	38.5
African American	413	98.6	64.7	27.0	3.8	4.6	8.4
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	95.8	68.2	22.7	0.0	9.1	9.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	483	98.8	47.4	33.7	9.2	9.7	18.9
Disabled	122	98.4	78.1	13.3	1.9	6.7	8.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	605	98.7	53.3	29.8	7.8	9.1	16.9
English Proficiency							
Limited English Proficient	19	94.7	80.0	20.0	0.0	0.0	0.0
Non-Limited English Proficient	586	98.8	52.5	30.1	8.0	9.3	17.4
Socio-Economic Status							
Subsidized meals	391	98.5	63.2	28.4	3.7	4.6	8.3
Full-pay meals	214	99.1	36.1	32.2	14.9	16.8	31.7

Social Studies							
All Students	605	99.0	46.1	35.6	9.3	9.1	18.3
Gender							
Male	292	99.3	42.3	35.8	10.9	10.9	21.9
Female	313	98.7	49.7	35.3	7.7	7.3	15.0
Racial/Ethnic Group							
White	156	100.0	20.1	44.3	15.4	20.1	35.6
African American	413	98.8	56.6	32.1	7.0	4.3	11.3
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	95.8	59.1	31.8	4.5	4.5	9.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	483	99.0	39.7	39.5	11.0	9.9	20.9
Disabled	122	99.2	73.3	19.0	1.9	5.7	7.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	605	99.0	46.1	35.6	9.3	9.1	18.3
English Proficiency							
Limited English Proficient	19	94.7	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	586	99.2	45.5	35.6	9.5	9.3	18.8
Socio-Economic Status							
Subsidized meals	391	98.7	58.3	32.5	4.3	4.9	9.2
Full-pay meals	214	99.5	25.1	40.9	17.7	16.3	34.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	201	100.0	61.3	27.4	9.7	1.6	11.3
	7	233	99.6	44.1	40.8	14.2	0.9	15.2
	8	202	100.0	35.9	47.8	13.6	2.7	16.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	100.0	48.3	35.5	12.8	3.5	16.3
	7	196	98.0	39.0	50.0	10.4	0.6	11.0
	8	222	99.6	34.1	40.0	21.5	4.4	25.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	201	100.0	42.5	41.4	10.2	5.9	16.1
	7	233	99.6	41.2	38.4	11.4	9.0	20.4
	8	202	100.0	48.4	40.8	7.1	3.8	10.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	99.5	39.2	33.9	18.7	8.2	26.9
	7	196	99.0	49.7	38.2	7.3	4.8	12.1
	8	222	99.1	53.4	33.3	8.8	4.4	13.2
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	100.0	59.9	22.7	10.5	7.0	17.4
	7	196	96.9	54.0	30.7	6.7	8.6	15.3
	8	222	99.1	49.0	35.8	6.9	8.3	15.2
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	100.0	49.4	33.1	10.5	7.0	17.4
	7	196	98.5	56.1	32.3	3.7	7.9	11.6
	8	222	98.7	37.3	39.7	13.2	9.8	23.0

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 647)				
Students enrolled in high school credit courses (grades 7 & 8)	22.2%	Down from 23.2%	14.4%	15.5%
Retention rate	2.3%	Up from 1.6%	3.5%	3.0%
Attendance rate	95.0%	Down from 95.2%	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%	Down from 8.3%	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.7%	Down from 7.2%	5.2%	4.6%
Eligible for gifted and talented	17.1%	Up from 14.3%	14.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.5%	Down from 20.7%	15.5%	13.6%
Older than usual for grade	3.7%	No change	5.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.3%	Down from 10.2%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	40.0%	Up from 35.9%	50.0%	51.8%
Continuing contract teachers	40.0%	Down from 76.9%	81.1%	78.1%
Highly qualified teachers	91.9%	Up from 90.6%	90.0%	89.6%
Teachers with emergency or provisional certificates	23.5%	Up from 14.3%	7.0%	6.0%
Teachers returning from previous year	64.1%	Down from 74.1%	84.5%	85.4%
Teacher attendance rate	95.0%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$37,529	Down 3.1%	\$40,070	\$41,328
Prof. development days/teacher	16.4 days	Up from 8.7 days	11.9 days	11.5 days
School				
Principal's years at school	2.5	Up from 1.5	3.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 22.0 to 1	21.2 to 1	21.3 to 1
Prime instructional time	87.6%	Down from 89.3%	88.8%	89.3%
Dollars spent per pupil*	\$6,599	Up 15.6%	\$5,701	\$6,022
Percent of expenditures for teacher salaries*	60.1%	Up from 59.9%	62.4%	61.7%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	90.8%	Up from 49.3%	94.8%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Beck Academy administration, faculty and staff continue to focus on quality instruction, proactive discipline and positive school climate. During the 2004-05 school year the faculty, staff, PTSA and community members completed the process for re-accreditation from the International Baccalaureate Organization. As part of this re-accreditation, a self-study was prepared providing an opportunity to identify strengths of the program as well as areas for improvement. This document provided a road map for the continued implementation of the International Baccalaureate Middle Years Program (IBMYP).

A grant from the state provided funds for additional professional development to address student achievement. A task force consisting of teachers, administrators and parents was formed to develop a comprehensive action plan for professional development. This year's professional training included an on-site week long workshop for teachers, a four day conference by the Best Practice Institute, and an overview of strategies that help slow learners achieve.

The members of our faculty have been trained in the "Learning Focus Schools Program" which uses research-based strategies for the classroom. Our teachers also participated in on-site and off-site training in the delivery of the IBMYP. This program provides a global approach to learning through interdisciplinary units and provides for more real world learning experiences for our students. Service to our community is another exciting part of the IBMYP program.

Students participated in many extracurricular activities including Beta Club, Student Council, Youth Court, National History Day competition at district and state levels, March of Dimes Walk, collection of money for the Tsunami Relief, and provision of toiletries to the neighborhood retirement home. The foremost community service project was "Beck Blankets Greenville." Students and faculty collected over 500 blankets for local shelters.

Beck Academy was designated by NPTA as a Parent Involvement School of Excellence.

The PTSA won several district and state awards and sponsored many events and activities including Beck's Big Event, magazine sales, Student Appreciation Day and Teacher Appreciation Week.

The excitement over the building of the new Beck Academy on Woodruff Road continues to grow. The school district's Student Assignment Advisory Committee has recommended the assignment of approximately 300 new students to Beck beginning with the 2006-07 school year.

Academic achievement and improved PACT scores continue to be top priority. The school's portfolio and the IB self-study documents will be used to guide the path of instruction as Beck "Moves to the Future."

Jane Mullinax, SIC Chairman

J.Brodie Bricker, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	185	65
Percent satisfied with learning environment	58.3%	48.1%	71.4%
Percent satisfied with social and physical environment	68.1%	59.0%	65.6%
Percent satisfied with school-home relations	63.0%	76.9%	64.6%

*Only students at the highest middle school grade level at this school and their parents were included.